DOCUMENT RESUME

ED 222 541 TM 820 693

TITLE	Measuring Student Achievement in Home Health Assisting. Health Occupations Education.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	82
NOTE	83p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; Adult Education; Adult Programs; Evaluation Methods; *Home Health Aides; *Measures (Individuals); Multiple Choice Tests; Social Services; Testing; *Test Items; *Visiting Homemakers

ABSTRACT

The Home Health Assisting (HHA) program was developed specifically for use by educational agencies which offer a program in HHA upon approval granted by New York State Education Department through the Joint State Agency review and approval process. It is designed to prepare adults for work in the home under supervision of a health-care agency. A collection of sample objective test items and performance test exercises used as a pretest or a measure of student achievement are presented in the areas of: the concepts of the world of work and of home health and personal care services, communications and interpersonal relationships, housekeeping and management services, nutritional status of patient and family, personal and patient care services, specialized health care services, and recognition of special patient handicaps. Items should be adapted, revised, or omitted in accordance with local programs. The text contains suggestions for the effective use of sample items and for construction of further measurement devices. (Author/PN)

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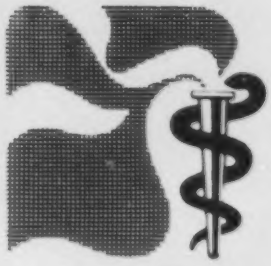

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MEASURING STUDENT ACHIEVEMENT IN HOME HEALTH ASSISTING

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HEALTH OCCUPATIONS EDUCATION

Measuring Student Achievement in HOME HEALTH ASSISTING

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FOREWORD

A sound plan for evaluation is an essential part of the teaching-learning process. The effective measurement of student achievement should include a variety of techniques and devices.

This booklet has been developed specifically for use by educational agencies which offer a program in Home Health Assisting only upon approval granted by the State Education Department through the Joint State Agency review and approval process. Participating in the Joint State Agency process are the State Education Department, Home Economics and Health Occupations Education Sections, and the State Departments of Health and Social Services. The booklet also may be useful to public, voluntary, and proprietary delivery agencies who seek program approval unilaterally from one of the latter State agencies. However, questions relative to such use should be directed to the approving State agency.

The Home Health Assisting program is designed to prepare adults for work in the home under the supervision of a health-care agency. Focus is placed on the role of the homemaker/personal-care services provider and the home health aide as members of the agency team in care of the patient. This collection of sample objective test items and performance test exercises is intended as a resource for teachers of Home Health Assisting programs. These test items may be used in various ways. They may be used to pretest the knowledge and skills a student has before enrolling in a program to determine need for additional theory and skill development. They may be used as a testing device to measure student achievement within the Home Health Assisting program. Evidence gathered through the use of these test items may be utilized to adjust and improve instruction.

In using the test materials in this booklet, teachers should select those test items that reflect the program as it is presented at the local level. Items should be adapted, revised, or omitted in accordance with the local program. Since the performance items do not cover all assignments which can be evaluated using a performance test, additional performance items should be developed locally as teachers see a need for specific task assessment. The sections "Preparing Tests to Measure Student Achievement" and "Measuring Student Achievement Through the Use of Performance Tests" contain suggestions for the effective use of the sample items and for the construction of further measurement devices.

This publication was developed by the Health Occupations Education Section, Bureau of Trade, Technical, and Health Occupations Education, and the Bureau of Elementary and Secondary Educational Test Development. Ina E. Conley, Health Occupations Education, and Gregory Fryc, Testing, coordinated the publication. Additional technical assistance was provided by Elizabeth A. Brown and Janet E. Stout, Home Economics Education, Bureau of Home Economics and Industrial Arts Education; Anne Church, In-Home Services, State Department of Social Services; and LaVerne W. Sirmans, State Department of Health. We would like to express our appreciation to the following teachers who served on the test item committee: Mrs. JoAnn Borreggine, Putnam-Westchester BOCES #1; Mrs. Linda K. Celeone, Saratoga-Warren Counties BOCES; Mrs. Wanda Mead, Cooperative Extension Association of Nassau County; and Mrs. Lillian Ragland, Nassau County BOCES.

CONTENTS

Page

Preparing Tests to Measure Student Achievement..... 1

Table 1. Test Blueprint for a Comprehensive Test for Home Health Assisting..... 3

Multiple-Choice Items

Area 1 - Concept of the World of Work..... 7

Area 2 - Concept of Home Health and Personal Care Services..... 9

Area 3 - Communications and Interpersonal Relationships..... 11

Area 4 - Household Housekeeping and Management Services..... 13

Area 5 - Nutritional Status of Patient and Family..... 21

Area 6 - Personal Care Services..... 26

Area 7 - Patient Care Services..... 31

Area 8 - Home Health Care Services Possible Under Special Circumstances..... 40

Area 9 - Recognition of Special Patient Handicaps..... 43

Matching Items..... 50

Scoring Key..... 57

Measuring Student Achievement Through the Use of Performance Tests..... 60

Performance Test Items

(1) Oral Temperature Procedure..... 63

(2) Assisting a Patient Out of Bed..... 65

(3) Handwashing Technique..... 68

(4) Preparing a Baked Egg..... 70

Preparing Tests to Measure Student Achievement

The first step in constructing any test instrument is to prepare a test blueprint. In preparing the blueprint, the teacher must decide what task objectives are to be measured by the test and what their relative weights should be. These factors must be considered if the teacher is to construct a test that will provide a valid measure of student achievement.

There is no single type of blueprint that is best for all tests. For a brief quiz, a listing of task objectives and their relative weights is sufficient. An examination designed to measure the entire content of a program, however, requires a much more detailed blueprint.

A sample blueprint for a comprehensive examination of the Home Health Assisting program is presented in Table 1. The major steps followed in constructing this blueprint are:

1. List areas, units, and task objectives to be included in the test and the amount of instructional time (in hours) required for each unit.

2. Determine the percentage of the total test that should be allocated to each unit. Each percentage is determined by dividing the instructional time required for each unit by the total instructional time.

When the test blueprint has been completed, the teacher must then decide which task objectives are to be measured for each unit included in the blueprint. In a single test, the teacher cannot always measure student achievement on all task objectives for all units included in the blueprint. Therefore, the teacher must select those task objectives that he or she believes to be most important. Also, the teacher should understand that the percentage of the total test that should be allocated to each unit, as determined in the test blueprint (last column), is only an approximation to guide the teacher in constructing the examination. Slight variations from these percentages can be expected in the examination.

After a blueprint has been prepared, the teacher must select test items which will effectively measure student achievement in the chosen task objectives.

In developing a local examination using the items in this booklet, a teacher should consider the following:

1. In the preparation of the objective items in this booklet, no attempt was made to make certain that the stem of one item did not contain the answer to another. Also, various items may overlap, since it is not intended that any teacher should use every item. Test items should be adapted, revised, or omitted in accordance with the program offered locally.

2. The performance test section of this booklet presents examples of task objectives and performance test items that can be used to evaluate these task objectives. If performance test items are to be used as part of a specific examination in combination with objective items, the teacher must decide how many performance test items to use and how much weight the performance test items are to be given. Regardless of the suggested passpoints or credit allocation for the performance test items in this booklet, teachers have the final responsibility to decide the appropriate credit allocation for and within each one selected. Before administration of an examination including performance test items, students should be informed how much weight these items will be given on the examination.

3. Teachers should select items which reflect the specific objectives of the program as it has been taught. Just as it is poor practice to teach specifically for an examination, it would be poor practice to teach for the items included in this booklet. It is our intent that this booklet be a guide to the kinds of items which might be included in locally developed examinations. Revision and adaptation should be the rule rather than the exception.

Table 1

TEST BLUEPRINT

FOR A COMPREHENSIVE TEST FOR HOME HEALTH ASSISTING

Area/Unit	Examples of Task Objectives	Minimum instructional time in hours*	Percentage of total test allocated to each unit
1. Concept of the World of Work			
I. Adjustment to the World of Work	• Identifies elements which influence the employment situation	2	2
II. Management for Effective Living at Home and on the Job	• Applies management practices which enable the individual to be available for work	1	1
2. Concept of Home Health and Personal Care Services			
I. The Agency as the Employer	• Describes potential providers of home health services	1	1
II. The Home Health Aide and the Agency	• Describes the role and legal limitations of the home health aide on the health care team	2	2
III. The Home Health Aide and the Agency Patient	• Describes types of patient situations in which services are performed	2	2
3. Communications and Interpersonal Relationships			
I. The Agency Family and the Home Health Aide	• Selects and uses procedures to establish and maintain effective relationships with the patient and family members in varying home settings	2	2
II. Fitting into the Home Situation	• Selects and uses procedures which will assist the patient and family in adjusting to and coping with changes in family living patterns necessitated by the home health care situation	2	2
4. Household Housekeeping and Management Services			
I. Family Spending and Budgeting	• Selects and uses procedures to assist family members in effective utilization of financial and other family resources • Identifies needed supplies and shops for patient if no other arrangements are possible	5	6

Area/Unit	Examples of Task Objectives	Minimum instructional time in hours*	Percentage of total test allocated to each unit
II. Home Accident Prevention	• Selects and uses procedures to establish and maintain a pleasant, healthful, and safe environment for patient and family	4	5
III. Prevention of the Spread of Disease and Infection	• Selects and uses procedures which prevent the spread of disease and infection	1	1
IV. Maintenance of a Healthful Environment for Patient and Family	• Selects and uses procedures appropriate to performing specific household services related to the health status of the patient	8	9
5. Nutritional Status of Patient and Family			
I. Meeting the Nutritional Needs of the Family	• Plans and prepares meals for the family when this is a prescribed service in a home health situation	7	8
II. Meeting the Nutritional Needs of the Patient	• Plans and prepares meals for the patient on a normal or special modified diet as prescribed by the physician • Serves meals to patient, assisting the patient as needed	3	3
6. Personal Care Services			
I. Organization for Delivery of Personal Care Services	• Organizes work tasks efficiently within the personal care schedule assigned by the supervisor	2	2
II. The Aide's Role in Providing Routine Personal Care Services	• Selects and uses correct procedures to assist in the hygienic care of the patient including the care of teeth and mouth, grooming and care of hair and nails, and the bathing and dressing of the patient • Selects and uses correct procedures to assist the patient in using the bedpan, commode, or toilet • Selects and uses the correct procedures to assist the patient in moving from the bed to a chair or wheelchair and in walking • Selects and uses appropriate procedures to assist the patient with correspondence, payment of bills, or other simple business matters	12	14
7. Patient Care Services			
I. Body Structure and Functions	• Identifies and locates appropriate parts of patient body structure necessary to perform assigned care tasks	4	5

Area/Unit	Examples of Task Objectives	Minimum instructional time in hours*	Percentage of total test allocated to each unit
II. The Aide's Role in Providing Patient Care Services	• Arranges a schedule with guidance from the nursing supervisor so patient follows medical recommendations • Selects and uses correct procedures for taking and recording temperature, pulse, and respiration • Selects and uses correct procedures to provide for patient comfort • Assists physician, visiting nurse, or other professionals as requested for examinations at home • Selects and uses correct practices to carry out other specific health care procedures within the legal limits for an aide	11	12
III. Obtaining, Recording, and Reporting Patient Information	• Observes symptoms and reactions as instructed • Keeps simple records for a patient and, as instructed, reports information orally or in writing to the supervisor or other specified professional	3	3
8. Home Health Care Services Possible Under Special Circumstances			
I. The Aide's Role in Providing Specialized Health Care Services	• Interprets assigned care plan accurately in relation to routine care tasks legally performed by an aide and those tasks performed only with special on-the-job instruction by professional personnel	1	1
II. Rehabilitative Health Care Services	• Selects and uses correct procedures to assist with rehabilitative health care services as directed	2	2
9. Recognition of Special Patient Handicaps			
I. The Child in the Family	• Selects and uses procedures appropriate to the care of the well child in the home health care situation, when such care is prescribed to promote the health of the patient • Selects and uses procedures appropriate to the special needs of an afflicted child who is the patient • Selects and uses procedures appropriate to the special needs of patients who are pregnant, new mothers, or newborn infants	9	10

Area/Unit	Examples of Task Objectives	Minimum instructional time in hours*	Percentage of total test allocated to each unit
II. Mental Health and Mental Illness	• Describes mental health and the general differences between mental illness and mental retardation	3	3
III. The Aging Adult	• Selects and uses procedures appropriate to the special needs of the aging adult in the home health care situation	3	4
	Totals:	90 hrs.	100%

*Based upon the State standard of a minimum total of 90 hours for the entire Home Health Assisting Program to include classroom theoretical instruction and in-school laboratory practices (minimum = 60 hours), and in-home supervised clinical experience (minimum = 30 hours). Time should be increased proportionately for local programs designed for more than 90 hours.

HOME HEALTH ASSISTING

Multiple-Choice Items (1-273)

Directions (1-273): On your answer paper, write the number preceding the word or expression that, of those given, best completes the statement or answers the question.

AREA 1 - CONCEPT OF THE WORLD OF WORK

Area 1 - Unit I. Adjustment to the World of Work

1 Before listing a person as a reference, the job applicant should

1 ask the person for a copy of the reference that will be sent
2 ask the person for permission to use his/her name
3 inform the person by letter that his/her name will be used
4 be certain that the applicant will be offered the job

2 Which section of the newspaper contains the help-wanted ads?

1 magazine
2 editorial
3 metropolitan
4 classified

3 When reporting for a job interview, an applicant should bring a

1 letter of application
2 personal resumé
3 list of high school courses taken
4 list of other employment possibilities

4 If a home health aide is going to be late for work in the morning, the aide should

1 call the patient's physician
2 ask another aide to substitute
3 notify the agency as early as possible
4 say nothing, but get to work as soon as possible

Area 1 - Unit II. Management for Effective Living at Home and on the Job

5 The initials FICA on an employee's statement of earnings represent

1 the Social Security deduction
2 the health insurance deduction
3 Christmas Club savings
4 workers' compensation

6 When applying for a job, a person must have a

1 report of a physical exam within the last 6 months
2 report of a chest X-ray within the last year
3 birth certificate showing proof of age
4 Social Security number

AREA 2 - CONCEPT OF HOME HEALTH AND PERSONAL CARE SERVICES

Area 2 - Unit I. The Agency as the Employer

7 The home health aide works under the direct supervision of a

1 registered nurse
2 physician
3 patient
4 patient's family

8 Which is not a function of a public health agency?

1 child care
2 nursing care
3 community education
4 financial aid

9 It is not appropriate for a home health aide to be employed by a

1 social service agency
2 patient, directly
3 local high school
4 proprietary health agency

Area 2 - Unit II. The Home Health Aide and the Agency

10 Which statement by a home health aide shows the best understanding of the sick person?

1 "If I'm good to people, I will bring out the best in them."
2 "Sickness makes some people irritable, and I need to remember this."
3 "If sick people become angry with me, I should explain to them why they feel angry."
4 "People will act the same when they are sick as when they are well."

11 With whom may a home health aide discuss medical information concerning a patient?

1 home health aides on other cases
2 the aide's family
3 the patient's immediate family
4 the supervising nurse on the case

12 If a patient's religious advisor visits the patient, the home health aide should

1 stay with the patient
2 notify the family
3 provide the patient with privacy
4 obtain written permission from the physician

13 A home health aide should not discuss a patient's terminal illness with the patient's relatives because

1 there is nothing to be gained by discussing it
2 patient information is confidential
3 the patient may hear what is being said
4 it is disrespectful to talk about a dying patient

Area 2 - Unit III. The Home Health Aide and the Agency Patient

14 Which duty is not a responsibility of a home health aide?

1 assisting a patient in prescribed daily exercise
2 encouraging the patient to be self-reliant within his/her limitations
3 preparing and serving meals to the patient in accordance with special physician-prescribed diets
4 changing procedures in the patient's medical care plan

15 The major concern of a home health aide caring for a terminally ill patient should be

1 making the patient as comfortable as possible
2 maintaining the budget for the patient's family
3 assuring the patient's recovery
4 assuring that the patient has prepared a legal will

16 If a home health aide is asked to care for a terminally ill patient, the aide should first

1 accept the case without asking questions
2 examine his or her own feelings about dying and death
3 ask another home health aide to take the case
4 refuse the case because aides are not allowed to care for dying patients

17 The patient care plan is based on services prescribed by a

1 physician
2 nurse
3 physical therapist
4 pharmacist

18 To have empathy for a patient means to

1 sympathize with the patient's feelings
2 objectively understand the patient's feelings
3 express your own emotions about the patient
4 suppress your own emotions about the patient

AREA 3 - COMMUNICATIONS AND INTERPERSONAL RELATIONSHIPS

Area 3 - Unit I. The Agency Family and the Home Health Aide

19 If a patient has been acting increasingly hostile and rebellious, which response should a home health aide make?

1 Ask the patient's family for advice on how to handle the situation.
2 Discuss the patient's behavior with the supervising nurse.
3 Tell the patient that such actions will not be allowed.
4 Resign from the case immediately.

20 If uncertain how to perform a specific duty, a home health aide should

1 ask the patient how to do it
2 contact the doctor's office for information
3 call the supervising nurse for assistance
4 try to do it the best the aide can

21 The home health aide can promote a good relationship with members of the patient's family by

1 holding informal family discussions
2 having a pleasant attitude
3 providing patient information for guests
4 performing duties beyond the health-care plan

22 If the patient's family has a question about health care while the home health aide is off duty, the family should first call the

1 physician
2 home health aide
3 pharmacist
4 agency

23 A good communication technique which a home health aide can use when working with a patient is

1 constantly interrupting a patient who is overly talkative
2 explaining how a patient should improve his/her attitude
3 immediately correcting the patient whenever the aide disagrees with the patient
4 encouraging the patient to describe his/her feelings and ideas

Area 3 - Unit II. Fitting into the Home Situation

24 The home health aide enlists the cooperation of a patient's family by

1 telling family members what to do
2 discussing the patient's condition with the family
3 encouraging family members to share responsibility
4 having a clergyman visit on a regular basis

25 A home health aide best helps a patient to adjust to the home environment by

1 assisting the family to understand the patient's feelings
2 keeping all members of the family quiet
3 refusing to let the patient discuss the illness
4 siding with the patient in family disagreements

26 Many diabetic patients have difficulty in adjusting to their condition because diabetes

1 limits most physical activity
2 decreases intelligence
3 is a lifelong disease
4 requires regular hospital care

27 If a patient asks the home health aide to perform a duty that is not within the duties of a home health aide, what should the aide do?

1 Promise to perform the duty and then persuade a family member to do it.
2 Explain to the patient why the aide cannot perform the duty and report the request to the supervising nurse.
3 Perform the duty because the patient requested it and add the duty to the patient care plan.
4 Ignore the request and continue to do assigned duties.

AREA 4 - HOUSEHOLD HOUSEKEEPING AND MANAGEMENT SERVICES

Area 4 - Unit I. Family Spending and Budgeting

28 In a budget, which item is listed as a fixed expense?

1 food
2 rent
3 clothing
4 fuel

29 A budget is a plan for

1 itemizing personal income
2 itemizing personal expenses
3 maintaining a savings account
4 using available money to reach identified goals

30 When helping to keep family expenses within a budget, the home health aide should

1 make budget changes whenever he/she sees a need
2 perform only tasks assigned by the supervisor
3 loan small amounts to the family when needed
4 insist that the family buy only essential items

31 Which procedure is most helpful in trying to save money while shopping for groceries?

1 Shop only at small, neighborhood markets.
2 Purchase prepared frozen foods.
3 Compare quantities, as well as prices, of various foods.
4 Buy primarily brand name products.

32 An article is priced at $300. If a person pays 18 installments of $20 each, how much more than the selling price is the person paying for the article?

(1) $40
(2) $60
(3) $80
(4) $360

33 If the price of a 5-pound bag of potatoes is $1.00, what is the price of potatoes per pound?

(1) $.18
(2) $.20
(3) $.25
(4) $.30

34 Which fabric is most appropriate for use in summer play clothes?

(1) 35% cotton, 65% polyester
(2) acetate
(3) 100% polyester
(4) 100% nylon

35 A can of grapefruit sections costs $.80 and serves four people. The cost per serving is

(1) $.10
(2) $.20
(3) $.30
(4) $.40

36 When shopping for groceries, a person should

1 buy the best grades
2 shop frequently
3 buy only bargain items
4 use a shopping list

37 Under which condition may the agency assume management of a family's income and resources?

1 whenever the agency feels it is needed
2 only with the approval of the head of the family or an authorized representative
3 whenever the aide requests assistance in planning the family budget
4 only with the approval of the family physician

38 Which procedure is <u>not</u> essential when keeping records for a family's budget?

1 Save substantiating receipts.
2 Maintain current, legible records.
3 Organize records in an understandable manner.
4 Maintain a ledger and a journal of all transactions.

39 Which is <u>not</u> a good practice when shopping for groceries?

1 Plan purchases a week at a time.
2 Buy foods that are in plentiful supply.
3 Shop when hungry.
4 Use a shopping list.

Area 4 - Unit II. Home Accident Prevention

40 Small grease fires in a frying pan can be put out by

1 turning off the heat
2 blowing out the flame
3 sprinkling water on the flame
4 putting baking soda on the flame

41 The best first-aid treatment for a minor burn is to

1 cover it with baking soda
2 bathe it in cold water
3 bandage it immediately
4 bathe it in lukewarm water

42 The best way to prevent serious accidents and falls in a kitchen is to

1 wipe up spills and grease immediately
2 have carpeting installed in the kitchen
3 refuse to allow patients in the kitchen
4 establish and strictly follow a daily cleaning schedule

43 Where should chemicals used for household cleaning and for rodent control be stored?

1 on a kitchen shelf
2 on the basement floor
3 in a locked cabinet
4 under the bathroom sink

44 In a burning building, it is best to breathe air near a room's

1 inner wall
2 floor
3 window
4 door

45 Which is the best method for lifting a heavy object from the floor?

1 Keep the back straight, feet apart, and flex knees.
2 Keep feet apart and bend from the waist.
3 Keep both feet together and bend the knees.
4 Put one foot in front of the other and arch the back.

46 Which age group is most frequently injured by falls and burns?

1 elderly people
2 middle-aged people
3 teenagers
4 young children

47 Which emergency condition should be treated first?

1 shock
2 convulsions
3 stoppage of breathing
4 fracture

48 Which procedure should be used as a last resort in the control of bleeding?

1 a tourniquet
2 direct pressure on the wound
3 elevation of the wound
4 use of pressure points

49 When using electrical equipment, the home health aide should always be sure to

1 have dry hands
2 remove all jewelry
3 wear gloves
4 wear rubber soled shoes

50 Which is a sign of shock?

1 increased blood pressure
2 pale, cold, wet skin
3 hot, dry, red skin
4 bacterial infection

51 What is usually meant when a patient is said to be in a "state of shock"?

1 The patient's blood pressure is too high.
2 The patient has had a stroke.
3 Too little blood is getting to the patient's brain.
4 The patient is hysterical.

52 Which is the most effective first aid for a cut artery?

1 Apply a tourniquet.
2 Apply pressure directly over the wound.
3 Raise the patient's arms above body level.
4 Apply pressure on a pressure point.

53 Which is the best way to stop severe bleeding?

1 Hold the wound under cold running water.
2 Lower the bleeding part below heart level.
3 Have the patient remain quiet to reduce the blood pressure.
4 Elevate the wounded area and apply direct pressure.

Area 4 - Unit III. Prevention of the Spread of Disease and Infection

54 Under which conditions do germs grow most rapidly?

1 cold and dry
2 cold and moist
3 warm and moist
4 warm and dry

55 When an article is boiled to sterilize it, the article should be left in the boiling water for at least

(1) 3 to 5 minutes
(2) 10 to 15 minutes
(3) 20 to 30 minutes
(4) 45 to 60 minutes

56 Which process kills all microorganisms including bacterial spores?

1 sterilization
2 contamination
3 fermentation
4 disinfection

57 Which term means free from disease-producing microorganisms?

1 asepsis
2 septic
3 isolated
4 fermented

58 The process of destroying or slowing down the growth of harmful organisms is called

1 culturing
2 disinfecting
3 infecting
4 transporting

Area 4 - Unit IV. Maintenance of a Healthful Environment for Patient and Family

59 The toilet brush should be stored in

1 a dark colored container
2 a tightly covered container
3 an open container
4 a liquid solution

60 Which procedure will prevent mildew from growing in a shower?

1 scrubbing the tiles with ammonia
2 keeping the bathroom window tightly shut
3 rinsing the shower with warm water every day
4 using the shower only in cool evening hours

61 When a patient has a contagious disease, the patient's soiled linen should be laundered by washing it

1 in cold soapy water
2 in warm clear water
3 with chlorine bleach
4 by hand with baking soda

62 Which cleaning procedure should the home health aide use to prevent the spread of disease from a patient's dishes?

1 Rinse the dishes in a chlorine bleach solution and then in clean water.
2 Let the dishes stand in hot soapy water.
3 Wash the dishes in soapy water and let them drain dry.
4 Wash the dishes and store them in a tightly closed cupboard.

63 The safest place to store medicines at home is

1 in a locked cupboard
2 on a high shelf
3 in the refrigerator
4 on the patient's dresser

64 When clothes are sorted for machine washing, which clothes should be grouped together?

1 cotton and linen fabrics, both light and dark colors
2 white and light, fast-color cottons and linens
3 rayons, loosely-woven wool, weighted silk, and cotton
4 white nylon and dark or nonfast colors

65 In what water temperature should delicate fabrics be washed?

1 hot water, only
2 cold water, only
3 cold or warm water
4 hot or warm water

66 Which fabric will withstand high temperatures and moderate bleach without being damaged?

1 cotton
2 dacron
3 nylon
4 rayon

67 Which fabric should be pressed with a hot iron?

1 rayon
2 silk
3 linen
4 wool

68 What is the proper temperature for a patient's room?

(1) 60°F
(2) 70°F
(3) 80°F
(4) 90°F

69 How should a patient's room be ventilated if there is only one window?

1 The door and the window should be open.
2 The window should be open at the bottom, only.
3 The window should be open at the top, only.
4 The window should be open at the top and bottom.

70 What should be used to remove dust from the furniture in a patient's room?

1 a dry cloth
2 a damp cloth
3 an oily cloth
4 a feather duster

71 The most important reason why a greasy oven should be promptly cleaned is because a greasy oven

1 is unsanitary
2 may affect the flavor of foods
3 is a fire hazard
4 affects oven temperatures

72 Which is the most important consideration in arranging a schedule for daily housekeeping tasks?

1 providing for sufficient rest periods for the home health aide
2 adhering to the family's normal routine
3 allowing sufficient time to attend to the patient's needs
4 arriving at the schedule that is most convenient for the home health aide

73 Which is a good practice when using an automatic dishwasher?

1 arranging dishes so that they touch each other during washing
2 washing a few dishes at a time rather than a full load
3 placing dishes in the washer without rinsing them
4 using dishwashing detergent rather than soap flakes

74 Why is a clean environment especially important for an ill person?

1 An ill person may be weak and susceptible to infections.
2 The ill person has probably just returned from the hospital.
3 The ill person may become depressed in an unclean environment.
4 Home care should as closely as possible resemble hospital care.

75 How often should the shelves and drawers in a refrigerator be removed and washed?

1 daily
2 weekly
3 monthly
4 yearly

76 How often should a freezer which is not self-defrosting be defrosted?

1 every 6 months
2 every year
3 every 2 years
4 every 3 years

77 Which procedure is not a good housekeeping practice?

1 changing bed linens at least once a week
2 damp or wet mopping floors
3 frequently polishing furniture
4 wiping electrical cords with a wet cloth

AREA 5 - NUTRITIONAL STATUS OF PATIENT AND FAMILY

Area 5 - Unit I. Meeting the Nutritional Needs of the Family

78 Which disease is directly associated with undercooked pork?

1 poliomyelitis
2 typhoid fever
3 trichinosis
4 diphtheria

79 The four basic food groups are

1 fruits and vegetables; bread and cereals; desserts; milk and milk products
2 fruits and vegetables; meats, eggs, fish and poultry; breads and cereals; desserts
3 milk and milk products; cheese and eggs; fruits and vegetables; breads and cereals
4 fruits and vegetables; milk and milk products; breads and cereals; meats, eggs, fish, and poultry

80 Which nutrient is essential for the growth of bones and teeth?

1 vitamin B_1
2 calcium
3 iodine
4 iron

81 The chief reason for cooking vegetables in a small amount of water and boiling them as short a time as necessary is to

1 preserve the vitamins
2 retain the color of the vegetables
3 keep the vegetables firm
4 improve the flavor

82 Foods that are placed in hot fat in a deep fryer should be

1 diced and parboiled
2 precooked
3 lightly salted
4 practically dry

83 What is the first step in making green salads?

1 Chop the vegetables and rinse them in hot water.
2 Clean, dry, and store greens in the refrigerator.
3 Mix the dressing.
4 Chop the greens and chill them.

84 Which is the best product for cleaning and deodorizing the inside of a refrigerator?

1 baking soda mixed with water
2 scouring powder and water
3 a soap-filled scouring pad
4 warm water and detergent

85 In a daily diet, meat provides the greatest source of which nutrient?

1 minerals
2 fats
3 vitamins
4 proteins

86 In planning a dinner, the amount of boneless raw meat to be purchased for each adult is

(1) 1/8 lb
(2) 1/4 lb
(3) 1/2 lb
(4) 3/4 lb

87 The meat thermometer used to test the doneness of roast meats should be placed

1 next to the bone in the roast
2 in the fat part of the roast
3 in the largest muscle away from the bone
4 in the largest muscle touching the bone

88 Which is a definition of evaporated milk?

1 fermented skim milk
2 whole milk with one-half of the water removed
3 whole milk with water removed and sugar added
4 milk with all the fat removed

89 Homogenized milk is defined as milk

1 with the fat removed
2 heated to destroy bacteria
3 with vitamins and nutrients added
4 with the fat globules evenly distributed

90 Which is the best test for the tenderness of meat that has been braised?

1 A thermometer indicates the desired final temperature.
2 The pink color has disappeared from the meat near the bone.
3 A timer indicates that it has cooked the recommended length of time.
4 A fork can be inserted easily in the meat.

91 Which is an example of moist-heat cooking used in preparing meats?

1 frying
2 broiling
3 braising
4 roasting

92 Why is meat best cooked at a low temperature?

1 Protein foods toughen at high temperatures.
2 The flavor is better at low temperatures.
3 Protein foods should be cooked a long time.
4 The vitamins are preserved at low temperatures.

93 How should a soft-cooked egg be prepared?

1 boiled for one minute
2 boiled for three minutes
3 simmered for three minutes
4 simmered for ten minutes

94 Which diet could include raw vegetable salads?

1 light
2 soft
3 regular
4 liquid

95 Chipped dishes and glassware are <u>not</u> sanitary mainly because

1 they do not look attractive
2 they cannot be washed in a dishwasher
3 the contents might drip through the cracks
4 bacteria will collect in the cracks

Area 5 - <u>Unit II. Meeting the Nutritional Needs of the Patient</u>

96 When feeding a helpless patient, the home health aide must

1 give the patient all the solid foods first
2 feed the patient slowly
3 limit the amount of fluids
4 alternate hot foods with cold foods

97 When feeding a blind patient, the home health aide must

1 alternate hot foods with cold foods
2 feed the patient as quickly as possible
3 give the patient all the solid foods first
4 tell the patient what food is being offered

98 A person on a restricted salt diet should be encouraged to eat

1 baked Virginia ham
2 broiled lamb chops
3 fried liver and bacon
4 smoked salmon steak

99 Which menu includes the best balance of nutrients?

1 meatloaf, bread, green salad, and milk
2 hamburger on a roll, french fries, diet soda, and ice cream
3 meatballs, spaghetti, bread, and vitamin C-enriched Kool-aid
4 boiled eggs, cole slaw, and milk

100 Which food should be avoided in a soft diet?

1 milk
2 egg
3 banana
4 corn

101 Which chicken dish is best to recommend for the overweight patient?

1 chicken a la king
2 chicken divan
3 broiled chicken
4 chicken pot pie

102 Which food could be included in a patient's full liquid diet?

1 fruit
2 oatmeal
3 finely chopped meat
4 plain gelatin

103 Which type diet is best for elderly people who have difficulty in chewing?

1 soft
2 bland
3 full liquid
4 high protein

104 Which type nutrient should generally be increased in the diet of an elderly person?

1 protein
2 carbohydrates
3 fats
4 vitamins and minerals

105 Which diet is usually recommended for a patient with gall-bladder problems?

1 fat-free
2 salt-free
3 starch-free
4 sugar-free

106 Patients with a heart condition are often given a diet that is low in

1 sugar
2 fat
3 salt
4 protein

107 What is a good source of protein for a person on a low-calorie diet?

1 pork
2 peanut butter
3 skim milk
4 black coffee

108 Which diet is given to a patient experiencing irritation of the digestive tract?

1 bland
2 clear liquid
3 full liquid
4 light

109 Compared to a regular diet, a high-protein diet includes greater amounts of

1 chocolate
2 potatoes
3 meat
4 pastry

110 Which diet is usually recommended for a patient suffering from fluid retention (edema)?

1 bland
2 low-sodium
3 high-calorie
4 low-residue

111 Which mineral is restricted from the diet of a patient with severe edema?

1 calcium
2 iron
3 potassium
4 sodium

112 Which nutrients does a geriatric patient frequently <u>not</u> eat enough of?

1 minerals and fats
2 fats and carbohydrates
3 vitamins and proteins
4 carbohydrates and minerals

AREA 6 - PERSONAL CARE SERVICES

Area 6 - Unit I. Organization for Delivery of Personal Care Services

113 The home health aide's immediate supervisor is a

1 physician
2 registered nurse
3 physical therapist
4 pharmacist

114 The safest method for shaping fingernails is to use

1 a pair of nail clippers
2 a pair of bandage scissors
3 a pair of household scissors
4 an emery board

115 What must a home health aide do first in caring for a bed patient in the morning?

1 Give the patient a bed bath.
2 Offer the patient a bedpan.
3 Assist the patient with breakfast.
4 Wash the patient's hands.

116 If a patient tells the home health aide that the vacuuming noise is very irritating, the home health aide should

1 remind the patient that cleanliness is important
2 ask the patient to ignore the noise
3 hurry to complete the vacuuming quickly
4 wait until an appropriate time to continue vacuuming

117 Which comment by a patient to a home health aide should the aide both record and report to the nurse?

1 "I feel better today and I'd like to sit up in the chair a little longer than I did yesterday."
2 "I enjoy your visits as much as I do the nurse's."
3 "The nurse told me to eat liver, and I've had it for dinner twice in the last four days."
4 "I stopped taking the pills the doctor ordered for me because I think they make me feel worse."

118 To provide proper services to a patient, which information does the home health aide most need to have?

1 a history of the patient's family background
2 a written care plan from the nurse
3 a program of exercises from the physical therapist
4 a written diet plan from the dietician

119 When a home health aide starts to put a clean bottom sheet on an occupied bed, how should the patient be positioned?

1 on his back in the middle of the bed
2 on his back near the edge of the bed opposite the aide
3 on his side with his back to the aide
4 on his side facing the aide

Area 6 - Unit II. The Aide's Role in Providing Routine Personal Care Services

120 To prevent an ambulatory patient from falling, where should the home health aide stand?

1 in front of the patient
2 on the left side of the patient
3 on the right side of the patient
4 behind the patient

121 How often should a patient's removable dentures be cleaned?

1 once a day, only
2 twice a day
3 every other day
4 only when the patient requests it

122 Which type of footwear should be worn by a patient who is starting to walk again?

1 canvas shoes with pliable rubber soles
2 sandals that are not fastened to the foot
3 low shoes laced over the instep
4 lightweight shoes that can easily be slipped on or off

123 When giving the patient a bed bath, the home health aide should

1 use a brush to wash the patient
2 allow the patient to help as much as possible
3 avoid bathing the patient completely to prevent embarrassment
4 bathe only the areas that are dirty

124 What furnishings should be removed from the home of a patient with partial paralysis who is beginning to walk?

1 easy chairs
2 dining table and chairs
3 sofa and floor lamps
4 scatter rugs

125 The term "personal hygiene" means

1 treatment of disease
2 prevention of disease
3 cleanliness and good grooming
4 maintenance of mental health

126 How much time should normally be spent in giving a patient a backrub?

(1) 3 to 5 minutes
(2) 6 to 8 minutes
(3) 9 to 11 minutes
(4) 12 to 14 minutes

127 Which part of a male patient is bathed last?

1 feet
2 back
3 buttocks
4 genitals

128 To prevent cutting a patient's face when shaving him, the home health aide should

1 use cold water to soften the whiskers
2 keep the skin dry and use long light strokes
3 hold the skin taut and use firm strokes
4 use a dry razor and avoid stretching the skin

129 To prevent infections, it is important to keep the skin

1 warm
2 covered
3 moist
4 clean

130 When giving a patient a bed bath, the home health aide should remember the patient's most important need is for

1 privacy
2 relaxation
3 emotional reassurance
4 self-reliance

131 When a home health aide tells the patient to "finish your bath," it means that the patient should

1 rewash the body
2 wash the genital area
3 rinse the washcloth
4 clean the face and hands

132 When caring for a patient with dry skin, what should the home health aide apply to the patient's pressure areas?

1 increased amounts of soap during bathing
2 extra lotion
3 extra powder
4 liberal amounts of alcohol

133 What action should the home health aide take when helping a patient to walk if the patient becomes faint and begins to fall?

1 Carry the patient back to bed and then go for help.
2 Ease the patient to the floor and call for help.
3 Hold the patient up and call for help.
4 Hold the patient up and continue walking.

134 What is the first step in removing a bedpan from a patient?

1 Sterilize it.
2 Observe its contents.
3 Empty and clean it.
4 Replace it with a clean bedpan.

135 How many minutes should an oral thermometer remain in place when a patient's temperature is being taken?

(1) 1 (3) 3
(2) 2 (4) 5

136 The process of breathing in and out is called

1 respiration 3 exhalation
2 inhalation 4 dilation

137 What is the shortest amount of time a thermometer should remain in place when an axillary temperature is being taken?

(1) 5 minutes (3) 3 minutes
(2) 7 minutes (4) 10 minutes

138 In what area of the body is an axillary temperature taken?

1 rectum 3 armpit
2 mouth 4 groin

139 Which is an example of a patient's vital sign?

1 food consumption
2 urinary output
3 temperature
4 weight

140 In what area of the body is the most accurate temperature reading obtained?

1 mouth
2 rectum
3 groin
4 axilla

141 A patient has just consumed ice water. What is the minimum time the home health aide should wait before taking the patient's temperature?

(1) 7 minutes
(2) 10 minutes
(3) 13 minutes
(4) 15 minutes

142 Which is the best method for taking an infant's temperature?

1 orally
2 rectally
3 in the axillary area
4 in the groin area

143 How should the temperature of an unconscious patient be taken?

1 orally
2 rectally
3 in the axillary area
4 in the groin area

144 The inability to control bladder and bowel action is called

1 diarrhea
2 constipation
3 incontinence
4 urination

145 A patient who has passed through the acute stages of illness and remains unimproved will need which type of care?

1 extended care
2 emergency care
3 intensive care
4 first aid care

146 If a home health aide is told by a patient that the patient prefers to bathe herself, the aide should

1 ignore the patient's comments and continue bathing her
2 let the patient do all she can within her limitations
3 observe the patient carefully during bathing to insure that she bathes thoroughly
4 inform the patient that it is the aide's responsibility to assist her

AREA 7 - PATIENT CARE SERVICES

Area 7 - Unit I. Body Structure and Functions

147 The common term for "decubitus ulcer" is

1 muscle strain
2 bed sores
3 a sprained ankle
4 piles

148 How many openings are there in the urinary bladder?

1 five
2 two
3 three
4 four

149 Which part of the body is primarily affected by arthritis?

1 joints
2 muscles
3 organs
4 tissues

150 A stroke is the result of damage to which part of the body?

1 brain
2 heart
3 legs
4 spine

151 A paraplegic is a person who has paralysis of

1 the neck and shoulders, only
2 the upper half of the body, only
3 both lower extremities
4 any single extremity of the body

152 What does the term "dental caries" mean?

1 infection
2 dentures
3 cavities
4 bad breath

153 In which part of the body does digestion begin?

1 mouth
2 small intestine
3 stomach
4 esophagus

154 What organ of the digestive system stores bile?

1 liver
2 gallbladder
3 spleen
4 pancreas

155 What is the name of the main artery that carries blood from the heart to all parts of the body?

1 ventricle
2 superior vena cava
3 pulmonary artery
4 aorta

156 What is the common name for the trachea?

1 food pipe
2 throat
3 voice box
4 windpipe

157 What body system is involved when a patient has arthritis?

1 skeletal
2 urinary
3 circulatory
4 respiratory

158 What is the term for a joint that becomes stiff and difficult to move?

1 contracture
2 prosthesis
3 amputee
4 decubitus

159 What is the common name for the larynx?

1 voice box
2 throat
3 trachea
4 windpipe

160 A group of organs that act together to carry out a specific body function is called a

1 cell
2 system
3 tissue
4 muscle

161 Which body system carries oxygen and food to the body cells?

1 circulatory
2 digestive
3 endocrine
4 urinary

162 Which organ is located in the cranial region of the body?

1 heart
2 bladder
3 brain
4 liver

163 The most important function of the skin is to protect the

1 bones from chips and fractures
2 joints from becoming stiff
3 muscles from sprains and tears
4 body from invasion by harmful microorganisms

164 What structures carry blood away from the heart to the rest of the body?

1 tubules
2 arteries
3 veins
4 capillaries

165 What organ houses and nourishes the fertilized ovum?

1 oviduct
2 vagina
3 ovary
4 uterus

166 Which system controls and coordinates all parts of the body?

1 musculoskeletal
2 urinary
3 endocrine
4 nervous

167 In what region of the body is the diaphragm located?

1 thoracic
2 cervical
3 cranial
4 abdominal

168 What are the basic building units of all living matter called?

1 tissues
2 cells
3 organs
4 systems

169 The stomach receives food directly from the

1 esophagus
2 mouth
3 pharynx
4 trachea

170 The function of the ureters is to

1 transport urine from the kidneys
2 remove urine from the bladder
3 store urine
4 produce urine

171 In which organ is urine produced?

1 bladder
2 ureters
3 kidneys
4 urethra

172 Which organs are part of the respiratory system?

1 testes
2 ovaries
3 lungs
4 kidneys

173 Which organ of the digestive system manufactures bile?

1 gallbladder
2 liver
3 pancreas
4 stomach

174 If a patient's larynx is removed, the patient must relearn how to

1 eat
2 walk
3 speak
4 drink

175 Which body system does syphilis affect directly?

1 reproductive
2 respiratory
3 skeletal
4 urinary

176 The main function of the urinary system is to

1 coordinate movements of the body
2 carry food and oxygen to body cells
3 remove waste products from the blood
4 take in and digest food

Area 7 - Unit II. The Aide's Role in Providing Patient Care Services

177 The morning care for a patient confined to a bed should usually begin with

1 hair grooming
2 a complete bed bath
3 oral hygiene
4 use of the bedpan or urinal

178 The urine of which type of patient would need to be tested for sugar and acetone?

1 epileptic
2 diabetic
3 geriatric
4 cardiac

179 A prescription is an order for the preparation and use of medicine written by a

1 nurse
2 pharmacist
3 physician
4 therapist

180 A range for the normal pulse rate in beats per minute for an adult is

(1) 35 to 55
(2) 60 to 80
(3) 85 to 105
(4) 110 to 130

181 Which should a home health aide do first when helping a patient into a wheelchair?

1 Put a blanket in the wheelchair.
2 Lock the brakes on the wheelchair.
3 Raise the patient's bed.
4 Adjust the wheelchair to a comfortable angle.

182 The most important reason for a back rub is to

1 cool the skin on the patient's back
2 keep the patient's skin lubricated
3 relax the patient
4 stimulate the patient's blood circulation

183 What should be used to reduce the pressure of the top linen on sore toes?

1 a folded blanket
2 turned-back linen
3 a footboard
4 a pillow

184 At what stage of life is a person's pulse rate usually the fastest?

1 infant
2 adolescent
3 adult
4 senior citizen

185 In which area of the body will a thermometer usually register the highest temperature?

1 axilla
2 groin
3 mouth
4 rectum

186 The position of a bed patient should be changed frequently to

1 relax the patient
2 increase the blood circulation
3 provide a chance to wash the patient
4 increase the patient's appetite

187 Which are known as vital signs?

1 pallor, drowsiness, and perspiration
2 temperature, pulse, and respiration
3 coughing, sneezing, and chills
4 redness, rash, and itching

188 Which type of burn is characterized by only reddened skin and pain?

1 first degree
2 second degree
3 third degree
4 fourth degree

189 Passive exercise is motion which is performed by

1 the patient without any assistance
2 another person with assistance of the patient
3 another person with the patient neither helping nor resisting
4 another person with the patient resisting movement

190 What is the most important reason that cold water is used before hot water when cleaning instruments or supplies?

1 Cold water is less expensive to use.
2 Hot water causes substances to stick to equipment.
3 Cold water cleans better.
4 Hot water is not always available.

191 Which device is used to hold the covers away from the legs and body of a patient?

1 backrest
2 footboard
3 sandbags
4 bed cradle

192 Which is used to prevent bed sores?

1 warm compress
2 sheepskin pad
3 footboard
4 sandbag

193 Which procedure helps to prevent bed sores?

1 Avoid moving the patient.
2 Elevate the patient's bed.
3 Keep the patient's room clean.
4 Keep the patient's skin clean and dry.

194 Why are air and water mattresses used in the treatment of pressure areas?

1 to equalize body pressure
2 to stimulate circulation
3 to toughen the skin
4 to promote good spine alignment

195 If a patient is having difficulty breathing, in which position should the patient be placed?

1 sitting upright
2 lying face down
3 sitting with head down
4 lying face up

196 Which food should be recorded if the patient is on intake and output?

1 fruit
2 tea
3 toast
4 vegetables

197 Which is the abbreviation for a unit of fluid measurement in the metric system?

(1) ac
(2) cc
(3) dc
(4) pc

198 Which test is used to detect cancer of the cervix?

(1) EEG
(2) EKG
(3) Pap
(4) urinalysis

199 How are burns that destroy both layers of skin and the underlying tissue classified?

1 first degree
2 second degree
3 third degree
4 fourth degree

200 A range for the normal rate of full respirations per minute for an adult is

(1) 10 to 14
(2) 16 to 20
(3) 24 to 28
(4) 30 to 35

Area 7 - Unit III. Obtaining, Recording, and Reporting Patient Information

201 Which best describes Cheyne-Stokes respiration?

1 very shallow breathing
2 noisy or snoring sounds during inhalation of air
3 periods of rapid breathing followed by periods of slow breathing
4 periods of difficult breathing followed by periods of no respiration

202 When a home health aide is uncertain about the details of an assignment, which action should the aide take?

1 Ask another aide about the assignment.
2 Do as much as possible and then ask the supervising nurse for help with the rest of the assignment.
3 Question the supervising nurse before starting the assignment.
4 Ask the patient how the assignment was done the last time.

203 The normal adult body temperature is

(1) 96.8°F
(2) 97°F
(3) 98°F
(4) 98.6°F

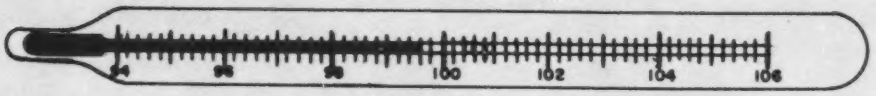
204 When maintaining written records of patient care, the home health aide should

1 keep all records in chart form
2 provide brief, accurate reports
3 type all entries
4 report only unusual occurrences

205 If a home health aide takes the oral temperature of a patient and the reading is 94.0°F, the aide should

1 immediately contact the supervising nurse to report the reading
2 immediately contact the family physician
3 immediately take the patient's temperature again to check the reading
4 wait for three hours and then take the patient's temperature again

Base your answers to questions 206 and 207 on the diagram of the rectal thermometer below, which shows the temperature reading for an adult patient.



206 What is the reading on the rectal thermometer?

(1) 98.6°F
(2) 98.8°F
(3) 99.3°F
(4) 99.6°F

207 In reporting this temperature reading to a supervisor, the home health aide would say that the patient

1 is highly feverish
2 has a normal rectal temperature
3 requires immediate medical attention
4 will feel better after taking aspirin

AREA 8 - HOME HEALTH CARE SERVICES POSSIBLE UNDER SPECIAL CIRCUMSTANCES

Area 8 - Unit I. The Aide's Role in Providing Specialized Health Care Services

208 How many cubic centimeters equal one cup of fluid?

(1) 150
(2) 200
(3) 240
(4) 260

209 When a patient's intake is measured, which food should be included?

1 mashed potatoes
2 ice cream
3 creamed corn
4 creamed spinach

210 Under certain special circumstances, which duty might a home health aide be trained to do?

1 Change a Foley catheter.
2 Take a blood sample.
3 Perform a simple urine test for sugar.
4 Give an injection.

211 Which duty is a home health aide not allowed to perform?

1 Give a bed bath.
2 Ambulate a patient.
3 Clean the bathroom.
4 Administer medication.

212 Which is not a routine home health care service?

1 changing a sterile dressing
2 cleaning dentures
3 giving a bed bath
4 taking a pulse

213 When dry heat is to be applied to a patient's leg, which method should not be used?

1 heat lamp
2 heating pad
3 hot water bottle
4 hot compress

214 When a patient's output is measured, which should not be included?

1 urine
2 vomit
3 feces
4 drainage

Area 8 - Unit II. Rehabilitative Health Care Services

215 A confused elderly woman is incontinent of urine. Which measure will help the most to keep her dry?

1 giving her fluids at mealtime only
2 telling her to ask for the bedpan whenever she feels the need to pass urine
3 placing her on the bedpan at frequent, regular intervals
4 keeping a large absorbent towel under her buttocks

216 In bladder training for an incontinent patient, a time schedule should be established for

1 offering the bedpan or urinal
2 palpating the bladder for fullness
3 relaxing the pelvic muscles
4 exercising and voiding

217 Which measure will help to prevent foot drop?

1 turning the patient frequently
2 placing a board under the entire mattress
3 tucking the bed linens tightly at the foot of the bed
4 resting the patient's feet against a padded board at the foot of the bed

218 Which action by the home health aide is essential before assisting a patient to walk about the house?

1 Vacuum the floors the patient will walk on.
2 Check that the patient's shoes are secure to his feet.
3 Ask the patient how long he wants to walk.
4 Instruct the patient to take long, slow steps.

219 "To rehabilitate" means to

1 carry on all activities of living for the remainder of life
2 provide long term hospital care
3 provide recreation to relieve the handicapped patient's boredom
4 restore as much of a former ability as possible

220 Which type therapist helps patients to regain use of their muscles through rehabilitation?

1 speech
2 physical
3 recreational
4 inhalation

221 Following a stroke, one of the first steps in the rehabilitation treatment is to

1 keep family members from visiting the patient
2 avoid future problems by preventing contractures
3 train the patient to accept disability as a permanent condition
4 teach the patient how to walk again

222 When should rehabilitation treatment begin?

1 as soon as the diagnosis is made
2 as soon as the patient leaves the hospital
3 when the patient is able to get out of bed
4 when the patient's condition becomes serious

223 Which is the best definition of muscle contracture?

1 braces used to protect weak muscles
2 shortening of muscles as a result of lack of exercise
3 involuntary muscle movement or spasms
4 tightening of muscles during exercise

224 Which type exercises are the range-of-motion exercises performed by a patient?

1 passive
2 active
3 isometric
4 involuntary

AREA 9 - RECOGNITION OF SPECIAL PATIENT HANDICAPS

Area 9 - Unit I. The Child in the Family

225 Where do the greatest number of accidents resulting in injuries to children occur?

1 inside the home
2 in the backyard of a home
3 inside the school
4 on the playground of a school

226 Which type food is especially helpful in protecting children from common cold infections?

1 bread and butter
2 milk
3 citrus fruits
4 eggs

227 Which is the safest place for an infant?

1 in a crib
2 in a recliner chair
3 on a couch
4 on a table

228 When taken orally, a child's normal body temperature should be

(1) 96.8°F
(2) 98.6°F
(3) 99.6°F
(4) 100.0°F

229 What should be done if a child has a convulsion?

1 Give the child liquids.
2 Sit the child in a chair.
3 Make sure the child does not bite his tongue.
4 Try to awaken the child.

230 Which is a typical characteristic of a toddler?

1 plays cooperatively with the other children
2 can use the toilet independently
3 is happy to sit still and watch older children
4 has a short attention span

231 The most basic needs of an infant include

1 a large variety of clothing and foods
2 creative and manipulative toys
3 love and affection
4 a separate room and bath

232 When a baby boy is being diapered, the diaper should be folded

1 in a triangle shape
2 with a center pleat
3 with the extra thickness in the back
4 with the extra thickness in the front

233 Which is the most appropriate toy for a one-month-old infant?

1 a stuffed animal
2 a hanging mobile
3 a squeak toy
4 a doggie on wheels

234 How should an infant whose navel has not yet healed be bathed?

1 Give her a tub bath.
2 Bathe only her face and hands.
3 Give her a sponge bath.
4 Do not bathe her.

235 To encourage a young child to begin feeding himself, a home health aide should

1 give the child a spoon to use while feeding the child with another spoon
2 put finger foods on the child's feeding tray while feeding him from a plate
3 pour a full glass of milk for the child to drink by himself
4 give the child large dishes and silverware

236 A baby is usually getting the proper amount of milk when she

1 gains weight regularly
2 is fed three times a day
3 spits up milk frequently
4 wakes up and cries frequently

237 What is the best way to bottle feed a baby?

1 hold the baby and hold the bottle
2 lay the baby in a crib and prop the bottle
3 lay the baby in a crib and hold the bottle
4 set the baby in a recliner chair and hold the bottle

238 What is the best approach to use when a child is being toilet trained?

1 Ignore the child's signals.
2 Praise the child's accomplishments.
3 Punish the child's "accidents."
4 Shame the child for any "accidents."

239 Which is a social and emotional characteristic of most 5-year-old children?

1 They are becoming more independent, outgoing, and friendly.
2 They are boastful and defiant.
3 They are learning to share and take turns.
4 They are striving for independence by hitting and breaking things.

240 The best way to toilet train children is to

1 scold them
2 praise them
3 spank them
4 shame them

241 Which activity should be encouraged if a child has hostile and aggressive feelings?

1 reading a book
2 hitting a punching bag
3 working a puzzle
4 coloring a picture

242 Which is a social and emotional characteristic of most 3-year-old children?

1 They are learning to share and take turns.
2 They are striving for independence by hitting and breaking things.
3 They are boastful and defiant.
4 They are beginning to explore the neighborhood and run simple errands.

243 Which is a social and emotional characteristic of most 4-year-old children?

1 They are boastful and strive for independence by hitting and breaking things.
2 They are getting along in small groups and being relatively quiet.
3 They are learning to share and take turns.
4 They like to be isolated from groups.

244 Which is the best response for a home health aide if a young child states, "I hate you"?

1 "Oh I'm sure you do."
2 "I like you."
3 "You should not say that."
4 "You should like me."

245 A play object that would be hazardous to young children is an empty

1 egg carton
2 paper roll
3 spool of thread
4 plastic bag

246 Which game does a child usually learn the earliest?

1 skipping
2 hide-and-seek
3 pat-a-cake
4 tag

247 Which approach often helps to avoid a feeding problem with a child?

1 Serve large helpings of food.
2 Act calm and unconcerned about the child's eating behavior.
3 Insist that the child clean his plate.
4 Serve food that is all of the same consistency.

248 What is the best way to improve the manners of an older child?

1 Provide a good example.
2 Constantly correct the child.
3 Give the child a book on manners.
4 Punish the child for each mistake.

249 Which group first provides the greatest influence on a child's character development?

1 teachers
2 neighborhood friends
3 ministers
4 family members

250 When the hole in the nipple of a baby's bottle is the correct size, how should the milk flow from the bottle?

1 in a small stream
2 in a large stream
3 in irregular drops
4 in continuous drops

251 When carrying an infant, the home health aide should provide the most support to the baby's

1 head and back
2 buttocks
3 stomach
4 arms and legs

252 "Aphasia" means a condition characterized by the inability to

1 see
2 walk
3 run
4 speak

253 For which illness is there no immunization available?

1 polio
2 German measles
3 the common cold
4 whooping cough

Area 9 - Unit II. Mental Health and Mental Illness

254 Which is an example of compulsive behavior?

1 expressing anger
2 fearing a place or object
3 losing contact with reality
4 repeating an act many times

255 Which is an example of phobic behavior?

1 repeating an act many times
2 losing contact with reality
3 fearing a place or object
4 expressing anger

256 Temper tantrums are most frequently a result of

1 frustration
2 lack of love
3 low intelligence
4 physical handicaps

257 Which statement is true regarding mental illness?

1 All mentally ill persons are dangerous.
2 A person who is mentally ill is also mentally retarded.
3 Mental illness is a major health problem in the United States.
4 Mental illness is on the decline in the United States.

258 A person with a very low IQ is referred to as

1 mentally retarded
2 mentally ill
3 emotionally disturbed
4 insane

259 An emotional problem characterized by a person feeling helpless, hopeless, and worthless is

1 paranoia
2 hysteria
3 mongolism
4 depression

260 A physician who specializes in treating patients with emotional problems is called a

1 psychologist
2 psychiatrist
3 podiatrist
4 pediatrician

261 A patient in a state of depression will usually be

1 overactive
2 tearful
3 interested in group activities
4 out of contact with reality

Area 9 - Unit III. The Aging Adult

262 The medical term for the care of the elderly is

1 podiatry
2 orthopedics
3 pediatrics
4 geriatrics

263 When assisting a blind person to eat, the home health aide should

1 refuse to let the patient use a fork
2 cut food in very small pieces
3 tell the patient what is on his plate
4 save all liquids until the end of the meal

264 Which safety measure is often found in bathrooms in homes for elderly patients?

1 wall-to-wall carpeting
2 handrails
3 good lighting
4 knee-powered faucets

265 The diet of an elderly patient should include

1 fewer calories because of less activity
2 more calories because of less activity
3 many carbohydrates because they are easy to digest
4 less protein because it is difficult to digest

266 An elderly patient must be weighed each day. Which action by the aide is an essential aspect of the weighing procedure?

1 placing a paper towel on the scale before the patient stands on it
2 weighing the patient at the same time each day
3 having the patient stand up straight on the scale
4 supporting the patient around the waist during the weighing

267 A complete bath every day may be considered undesirable for elderly patients because

1 they are less active than younger persons
2 their sweat glands and oil glands are no longer as active
3 they cannot get into a tub easily
4 they are free of body odor

268 When an aide is shampooing an elderly patient's hair, which is the best position for the patient?

1 bending over a sink
2 standing in a shower
3 kneeling in the tub
4 sitting in a chair

269 It is easier for elderly persons to dress themselves if clothes are fastened by

1 tiny buttons
2 small snaps
3 large buttons
4 hooks and eyes

270 If a patient who is lying in bed flat on his back starts to vomit, which action should the home health aide take <u>first</u>?

1 Place a towel on the patient's chest to protect the bed linen.
2 Call the supervising nurse.
3 Turn the patient on his side.
4 Get a basin.

271 Alcohol used on the skin of elderly patients may cause

1 drying
2 redness
3 infections
4 wrinkles

272 If a patient becomes dizzy while tub-bathing, a home health aide should first

1 run for help
2 tell the patient to take deep breaths
3 call the supervising nurse at the agency
4 pull the plug and see to the patient's safety

273 What is the name of the branch of medicine responsible for the prevention, treatment, and care of disease in elderly people?

1 geriatrics
2 obstetrics
3 orthopedics
4 pediatrics

Matching Items (274-279)

AREA 5 - NUTRITIONAL STATUS OF PATIENT AND FAMILY

Area 5 - Unit I. Meeting the Nutritional Needs of the Family

274 For each description listed in a through e, write the number of the type of milk, chosen from the list below, that is best defined by that description.

Types of Milk

(1) Condensed
(2) Evaporated
(3) Pasteurized
(4) Raw
(5) Skimmed
(6) Whole

Descriptions

_____ a Milk processed to remove all harmful organisms

_____ b Milk with about 60% water removed

_____ c Milk with all its natural nutrients

_____ d Milk with fat removed

_____ e Milk before any processing

Area 5 - Unit II. Meeting the Nutritional Needs of the Patient

275 For each type of diet listed in a through e, write the number of the diet description, chosen from the list below, that contains foods which could be included in that type of diet.

Diet Descriptions

(1) Tender meat, stewed fruits, and cooked vegetables
(2) Unseasoned meats, vegetables and fruits without skins, decaffeinated coffee
(3) Foods that contain a precise balance of carbohydrates, proteins, and fats
(4) Chopped and pureed foods
(5) Ginger ale, tea, and gelatin
(6) Strained soups, cereals, and milk
(7) All foods in the "Basic Four" group

Types of Diet

_____ a Clear liquid

_____ b Light

_____ c Regular

_____ d Bland

_____ e Full liquid

AREA 7 - PATIENT CARE SERVICES

Area 7 - Unit I. Body Structure and Functions

276 For each function described in a through e, write the number of the body system, chosen from the list below, that performs that function.

Body Systems

(1) Musculoskeletal
(2) Circulatory
(3) Urinary
(4) Digestive
(5) Respiratory
(6) Endocrine
(7) Reproductive
(8) Nervous

Functions

_____ a Carries oxygen and food to the body's cells

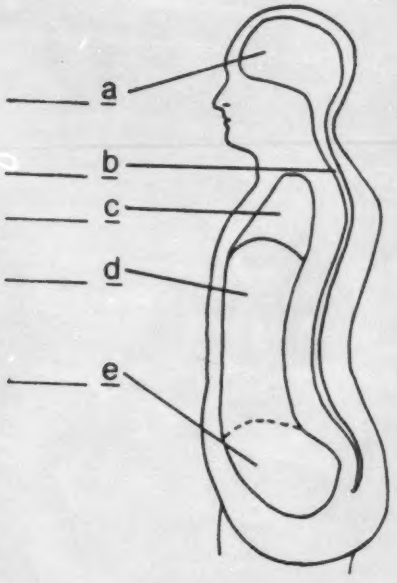
_____ b Controls and coordinates all parts of the body

_____ c Takes oxygen into the body and removes carbon dioxide from the body

_____ d Filters liquid waste products from the blood

_____ e Produces chemicals that regulate the body organs

277 For each of a through e, write the number of the body cavity, chosen from the list below, that is indicated by each letter in the diagram.



Body Cavities

(1) Oral
(2) Pelvic
(3) Thoracic
(4) Nasal
(5) Abdominal
(6) Cranial
(7) Spinal

AREA 9 - RECOGNITION OF SPECIAL PATIENT HANDICAPS

Area 9 - Unit I. The Child in the Family

278 For each stage of child development listed in a through e, write the number of the age of the child, chosen from the list below, with which that stage is most closely associated.

Age of Child

(1) Newborn
(2) Six months old
(3) Twelve months old
(4) Twenty-four months old
(5) Three-year old
(6) Five-year old
(7) Seven-year old

Stages of Child Development

_____ a Loves an audience, enjoys applause, and will repeat any performance that elicits response

_____ b The only contact with the environment comes through his sucking response

_____ c Is aware of other children as people like himself and exchanges information and ideas

_____ d Prefers to play alone or engage in parallel play It is easier for him to watch what others are doing

_____ e Can unbutton large buttons and work zippers

Area 9 - Unit II. Mental Health and Mental Illness

279 For each abnormal type behavior listed in a through e, write the number of the description, chosen from the list below, that best describes that type behavior.

Descriptions

(1) Retreat to a more basic and infantile level
(2) Repetition of an act many times
(3) Loss of contact with reality
(4) Expression of anger
(5) Feelings of sadness, low energy level
(6) Increase in energy level to point of frenzy
(7) Fear of a place or object

Abnormal Types of Behavior

_____ a Phobic

_____ b Manic

_____ c Depressive

_____ d Compulsive

_____ e Regressive

HOME HEALTH ASSISTING

Scoring Key

Multiple-Choice Items

(1)	2	(31)	3	(61)	3	(91)	3	(121)	2
(2)	4	(32)	2	(62)	1	(92)	1	(122)	3
(3)	2	(33)	2	(63)	1	(93)	3	(123)	2
(4)	3	(34)	1	(64)	2	(94)	3	(124)	4
(5)	1	(35)	2	(65)	3	(95)	4	(125)	3
(6)	4	(36)	4	(66)	1	(96)	2	(126)	1
(7)	1	(37)	2	(67)	3	(97)	4	(127)	4
(8)	4	(38)	4	(68)	2	(98)	2	(128)	3
(9)	3	(39)	3	(69)	4	(99)	1	(129)	4
(10)	2	(40)	4	(70)	2	(100)	4	(130)	1
(11)	4	(41)	2	(71)	3	(101)	3	(131)	2
(12)	3	(42)	1	(72)	3	(102)	4	(132)	2
(13)	2	(43)	3	(73)	4	(103)	3	(133)	2
(14)	4	(44)	2	(74)	1	(104)	4	(134)	2
(15)	1	(45)	1	(75)	3	(105)	1	(135)	3
(16)	2	(46)	1	(76)	2	(106)	3	(136)	1
(17)	1	(47)	3	(77)	4	(107)	3	(137)	4
(18)	2	(48)	1	(78)	3	(108)	1	(138)	3
(19)	2	(49)	1	(79)	4	(109)	3	(139)	3
(20)	3	(50)	2	(80)	2	(110)	2	(140)	2
(21)	2	(51)	3	(81)	1	(111)	4	(141)	4
(22)	4	(52)	2	(82)	4	(112)	3	(142)	2
(23)	4	(53)	4	(83)	2	(113)	2	(143)	2
(24)	3	(54)	3	(84)	1	(114)	4	(144)	3
(25)	1	(55)	3	(85)	4	(115)	2	(145)	1
(26)	3	(56)	1	(86)	2	(116)	4	(146)	2
(27)	2	(57)	1	(87)	3	(117)	4	(147)	2
(28)	2	(58)	2	(88)	2	(118)	2	(148)	3
(29)	4	(59)	3	(89)	4	(119)	3	(149)	1
(30)	2	(60)	1	(90)	4	(120)	1	(150)	1

(151)	3	(181)	2	(211)	4	(241)	2	(271)	1
(152)	3	(182)	4	(212)	1	(242)	1	(272)	4
(153)	1	(183)	3	(213)	4	(243)	1	(273)	1
(154)	2	(184)	1	(214)	3	(244)	2		
(155)	4	(185)	4	(215)	3	(245)	4		
(156)	4	(186)	2	(216)	1	(246)	3		
(157)	1	(187)	2	(217)	4	(247)	2		
(158)	1	(188)	1	(218)	2	(248)	1		
(159)	1	(189)	3	(219)	4	(249)	4		
(160)	2	(190)	2	(220)	2	(250)	4		
(161)	1	(191)	4	(221)	2	(251)	1		
(162)	3	(192)	2	(222)	1	(252)	4		
(163)	4	(193)	4	(223)	2	(253)	3		
(164)	2	(194)	1	(224)	2	(254)	4		
(165)	4	(195)	1	(225)	1	(255)	3		
(166)	4	(196)	2	(226)	3	(256)	1		
(167)	1	(197)	2	(227)	1	(257)	3		
(168)	2	(198)	3	(228)	2	(258)	1		
(169)	1	(199)	3	(229)	3	(259)	4		
(170)	1	(200)	2	(230)	4	(260)	2		
(171)	3	(201)	4	(231)	3	(261)	2		
(172)	3	(202)	3	(232)	4	(262)	4		
(173)	2	(203)	4	(233)	2	(263)	3		
(174)	3	(204)	2	(234)	3	(264)	2		
(175)	1	(205)	3	(235)	2	(265)	1		
(176)	3	(206)	4	(236)	1	(266)	2		
(177)	4	(207)	2	(237)	1	(267)	2		
(178)	2	(208)	3	(238)	2	(268)	4		
(179)	3	(209)	2	(239)	1	(269)	3		
(180)	2	(210)	3	(240)	2	(270)	3		

Matching Items

(274)

a	3
b	2
c	6
d	5
e	4

(275)

a	5
b	1
c	7
d	2
e	6

(276)

a	2
b	8
c	5
d	3
e	6

(277)

a	6
b	7
c	3
d	5
e	2

(278)

a	3
b	1
c	6
d	4
e	5

(279)

a	7
b	6
c	5
d	2
e	1

Measuring Student Achievement Through the Use of Performance Tests

1. Introduction

Student progress toward the achievement of competency in performing tasks involving manipulative skills can sometimes best be measured by performance tests. A performance test involves the careful and systematic observation and evaluation of the procedures executed by students when performing a job (process evaluation), the product produced by these procedures (product evaluation), or a combination of the two.

When evaluating the procedures involved in student performance (process evaluation), the teacher must observe each student individually. Although this can be a time-consuming task, in many instances it is the most effective way for the teacher to assess a student's ability to perform certain procedures. If, for example, a home health assisting student were asked to take a patient's oral temperature and record the results, and the teacher evaluated only the product that resulted from this assignment--the recorded temperature--, it would be impossible to determine how safely, sanitarily, and efficiently the student had performed that assignment. In such instances, the teacher must actually observe each student's performance to determine whether the student has satisfactorily performed these procedures.

Some situations may arise in which the student's product also can be evaluated. For example, the teacher can evaluate a student's ability to prepare a baked egg not only by observing the student preparing the baked egg, but also by evaluating the baked egg itself. Product evaluation is sometimes more efficient than process evaluation, because it is less time consuming and it often can be done after class time.

When evaluating procedures or a product, the teacher may use a checklist, a rating scale, or some combination of both. A checklist should be used when a teacher is mainly concerned with whether certain procedures are or are not performed, or whether certain product characteristics are or are not present. A rating scale should be used when the teacher wants to evaluate how well certain procedures are performed or the degree to which certain characteristics are present in the product.

A checklist consists of a vertical listing of a series of procedures and/or the characteristics of a product. The procedures should be listed first and in the order of their occurrence. For each item listed, the teacher indicates whether or not the required procedure was carried out by the student or whether or not the required characteristic was present. Usually, each item listed is given the same point value in determining the student's score.

However, if appropriate, some procedures and/or some characteristics of a product may be given greater weight than others. The student's total raw score is the sum of the point values received for all the items on the checklist.

A rating scale also consists of a vertical listing of a series of procedures or the characteristics of a product. In a rating scale, however, a continuum of merit or quality is established for each item listed. Although the number varies, the continuum is usually divided into three to five positions. Each position is identified by a number and represents a certain specified degree of merit or quality. The teacher then rates each item by choosing the position that corresponds most closely to the degree of merit or quality observed. The student's total raw score is the sum of the ratings received for all the items on the rating scale. For some performance tests, it may be necessary to have more than one teacher participate in the rating. In those cases, the student's total raw score equals the sum of the scores given by the raters divided by the number of raters.

2. Procedures for Construction of a Performance Test

For each generalized task objective in the curricular blueprint, instruction will involve a series of measurable performance objectives. When developing a performance test item for a specific performance objective, a teacher should first list all procedures that the student is expected to perform and then list the supplies and equipment that the student is expected to use in accomplishing that objective. The teacher can then prepare an exercise that requires the student to perform the procedures and use the supplies and equipment listed. Production of a particular product may be designated as a part of the exercise if the teacher so desires.

The next step is to decide which procedures and/or which characteristics of the product are to be evaluated. The teacher should then prepare the checklist and/or rating scale that will be used to evaluate the selected procedures and/or characteristics of the product. The relative importance of accuracy, speed, safety, and efficiency of performance and quality of the product must be decided, and each must be appropriately included and properly weighted in the performance test item. These decisions should be based upon professional judgment and experience in performing the required task. The passing score for the test item should be determined similarly and should reflect the minimum level of competency required for the task.

3. Sample Performance Test Items

Four examples of specific performance objectives and performance test items that can be used to evaluate a student's competency in performing selected Home Health Assisting tasks are provided on pages 63 through 74:

(1) Oral Temperature Procedure
(2) Assisting a Patient Out of Bed
(3) Handwashing Technique
(4) Preparing a Baked Egg

Each sample is referenced to a particular area, unit, and task objective in the test blueprint. These samples illustrate how checklists and/or rating scales can be used in various combinations.

As stated in the foreword of this publication, these performance objectives do not cover all assignments which can be evaluated using a performance test item. Rather, they are intended as suggestions of performance objectives involving manipulative skills for which performance test items can be used to measure a student's competence. Any test used in a local program must be designed to fit that program. If any of these sample performance test items are appropriate for a local program, teachers may use them or adapt them as necessary. However, teachers should construct additional performance test items as necessary to fit their local programs.

Performance Test Items

(1) ORAL TEMPERATURE PROCEDURE

Area 7: PATIENT CARE SERVICES

Unit II: The Aide's Role in Providing Patient Care Services

Task Objective: Selects and uses correct procedures for taking and recording temperature, pulse, and respiration

Performance Objective: Given a seated patient whose oral temperature is to be recorded, the student will be able to obtain a score of 100% on a performance test exercise that requires the student to select the necessary equipment and supplies, take the patient's oral temperature, and record the results.

Necessary Equipment and Supplies

Individual thermometer (oral type with Fahrenheit scale)
Container filled with antiseptic solution
Tissues
Paper and pencil
Watch with second hand

Directions to the Examiner:

Carefully read the entire performance test before administering it to any student and become thoroughly familiar with the procedures on the checklist. Before each administration, be sure that all necessary equipment and supplies are located within easy access of the student.

For this performance test, the patient whose oral temperature is to be taken should be seated in a chair and a nonelectric thermometer with a Fahrenheit scale should be used. The thermometer should read above 96°F when the student begins the test.

Before the student begins the performance test, the examiner should read the section "Performance Test Exercise" aloud to the student. Once the student has begun the performance test, the examiner should provide no additional help or information to the student.

Performance Test Exercise: (Read the statement below to the student at the beginning of the performance test.)

Using another student as a patient and following the proper procedures, you are to select the appropriate equipment and supplies, take the patient's oral temperature, and record the results.

(DO NOT READ ANY FURTHER TO THE STUDENT.)

Evaluation of Performance:

For the process evaluation of this performance objective, use the following checklist.

Checklist

For each procedure performed correctly, the student should be given one point. As the student performs the procedure, record the point value earned in the appropriate space.

Procedures	Performed Yes = 1 No = 0
1. The student washed his/her hands, checked the identity of the patient, explained the procedure to the patient, and selected the appropriate equipment.	
2. The student checked the thermometer and shook the mercury column down to 96°F by holding the thermometer tightly and, with the upper arm close to the side, snapping the wrist.	
3. The student placed the thermometer in the patient's mouth, well under the tongue.	
4. The student instructed the patient to keep his/her mouth closed but not to bite down on the thermometer.	
5. The student removed the thermometer after a minimum of three (3) minutes.	
6. The student wiped the thermometer clean with a tissue using a rotary motion from the tip to the bulb.	
7. The student read the thermometer correctly to within ±0.2°F, recorded the temperature correctly, and reported any temperature elevation to the examiner. (The examiner should take the thermometer at this point to check the correct reading.)	
8. The student stored the thermometer appropriately.	
9. The student worked efficiently and safely with the equipment (examples - always handled the thermometer at the tip and not at the bulb, recognized the need to interrupt the procedure if there were changes in the patient's condition).	
10. The student had good rapport with the patient.	

Total Raw Score =

Passing Score

The student must obtain a total raw score of 10, or 100%, to pass this performance test.

(2) ASSISTING A PATIENT OUT OF BED

Area 6: PERSONAL CARE SERVICES

Unit II: The Aide's Role in Providing Routine Personal Care Services

Task Objective: Selects and uses the correct procedures to assist the patient in moving from the bed to a chair or wheelchair, or in walking.

Performance Objective: Given a bed patient with very limited mobility who is to be assisted into a wheelchair, the student will be able to obtain a score of at least 80% on a performance test exercise that requires the student to select the necessary equipment and supplies, assist the patient out of bed and into the wheelchair, and record any unusual reactions of the patient.

Necessary Equipment and Supplies

Wheelchair
Patient's slippers
Blanket
Paper and pencil

Directions to the Examiner:

Carefully read the entire performance test before administering it to any student and become thoroughly familiar with the procedures on the checklist and rating scale. Before each administration, be sure that all necessary equipment and supplies are located within easy access of the student.

When this performance test begins, the patient should be lying in bed. The patient should be of average size and should display very limited mobility. Examples of a patient with very limited mobility would include a stroke patient or a patient with a broken leg. Also note that on this performance test, if the student fails to perform correctly any one of the four procedures in the checklist which are starred, the student fails the performance test. These procedures are singled out because their correct performance is critical for the safety of the patient.

Before the student begins the performance test, the examiner should read the section "Performance Test Exercise" aloud to the student. Once the student has begun the performance test, the examiner should provide no additional help or information to the student.

Performance Test Exercise: (Read the statement below to the student at the beginning of the performance test.)

> Using another student as a patient and following the proper procedures, you are to select the appropriate equipment and supplies, assist the patient out of bed and into the wheelchair, and record any unusual reactions of the patient.

(DO NOT READ ANY FURTHER TO THE STUDENT.)

Evaluation of Performance:

For the process evaluation of this performance objective, use the following: (1) checklist and (2) rating scale.

Checklist

For each procedure performed correctly, the student should be given one point. As the student performs the procedure, record the point value earned in the appropriate space. If the student fails to perform correctly any one of the four procedures which are starred (2, 3, 5, 7), the student automatically fails the performance test.

Procedures	Performed Yes = 1 No = 0
1. The student checked the identity of the patient, explained the procedure to the patient, and selected the appropriate equipment.	
*2. The student placed the wheelchair close to the patient's bed.	
*3. The student locked the brakes on the wheelchair.	
4. The student assisted the patient in sliding to the edge of the bed.	
*5. The student placed one arm under the patient's shoulder and, with the other arm under the patient's knees, assisted the patient to a sitting position. The student turned the patient gently toward himself/herself, allowing the patient's legs to dangle.	
6. The student put the slippers on the patient's feet.	
*7. The student placed his/her arm around the patient's waist and pivoted the patient into the chair.	
8. The student wrapped a blanket around the patient.	
9. The student recorded any unusual reactions of the patient.	

Checklist Total Raw Score =
(maximum raw score = 9 points)

Rating Scale

For each procedure below, assign a rating to the student's performance during this test. Each procedure should be rated one of the following: never, seldom, sometimes, or always, using the point value assigned to that rating.

Rating Scale Point Values

never = 0
seldom = 1
sometimes = 2
always = 3

Procedures	Rating
1. Worked efficiently with equipment (positioned chair properly, had slippers and blanket within easy reach).	
2. Worked safely with the patient and the equipment (did not allow the patient to slip at any time, used good body mechanics).	
3. Had good rapport with the patient.	

Rating Scale Total Raw Score =
(maximum raw score = 9 points)

Final Score = Checklist Total Raw Score + Rating Scale Total Raw Score

Passing Score

To pass this performance test, the student must obtain a score of at least 80%, which is a final score of 15.

(3) HANDWASHING TECHNIQUE

Area 6: PERSONAL CARE SERVICES

Unit II: The Aide's Role in Providing Routine Personal Care Services

Task Objective: Selects and uses correct procedures to assist in the hygienic care of the patient including the care of teeth and mouth, grooming and care of hair and nails, and the bathing and dressing of the patient.

Performance Objective: Given a bar of soap and running water, the student will be able to obtain a score of 100% on a performance test exercise that requires the student to demonstrate the correct method of handwashing for at least 1 minute, preventing contamination of the hands with the faucet and sink, and discarding paper towels properly.

Necessary Equipment and Supplies

Soap
Soap dish
Paper towels
Trash basket
Sink with running water

Directions to the Examiner:

Carefully read the entire performance test before administering it to any student and become thoroughly familiar with the procedures on the checklist. Before each administration, be sure that all necessary equipment and supplies are located within easy access of the student.

For this performance test, the student's hands, after being washed, should not touch the sides of the sink or the faucet. If at any point during the test the student's hands touch the sink or the faucet, the student must begin the entire procedure over again. If the student then completes the procedure satisfactorily, no credit is lost. However, if the student doesn't begin the procedure over again after having touched the sides of the sink or faucet, the student fails the performance test.

Before the student begins the performance test, the examiner should read the section "Performance Test Exercise" aloud to the student. Once the student has begun the performance test, the examiner should provide no additional help or information to the student.

Performance Test Exercise: (Read the statement below to the student at the beginning of the performance test.)

Following the proper procedures, you are to select the appropriate equipment and supplies and wash your hands, using the correct handwashing techniques and preventing contamination of the hands by the sink and faucet.

(DO NOT READ ANY FURTHER TO THE STUDENT.)

Evaluation of Performance:

For the process evaluation of this performance objective, use the following checklist.

Checklist

For each procedure performed correctly, the student should be given one point. As the student performs the procedure, record the point value earned in the appropriate space.

Procedures	Performed Yes = 1 No = 0
1. The student turned on the water using a paper towel barrier and discarded the paper towel in the trash basket.	
2. The student completely wet hands and wrists and applied soap generously over entire area of hands and wrists.	
3. The student continued to wash for at least one minute.	
4. The student cleaned under nails.	
5. The student produced lather, using friction on hands, between fingers, and 2 to 3 inches above wrists.	
6. The student rinsed soap bar and placed it in soap dish.	
7. The student thoroughly rinsed soap from hands and wrists.	
8. The student dried hands thoroughly with paper towels.	
9. The student turned off the faucet using a paper towel barrier.	
10. The student discarded paper towels in the trash basket without contaminating hands.	

Total Raw Score =

Passing Score

The student must obtain a total raw score of 10, or 100%, to pass this performance test.

(4) PREPARING A BAKED EGG

AREA 5: NUTRITIONAL STATUS OF PATIENT AND FAMILY

Unit II: Meeting the Nutritional Needs of the Patient

Task Objective: Plans and prepares meals for the patient on a normal or special modified diet as prescribed by the physician.

Performance Objective: Given a recipe for a baked egg and the necessary equipment and supplies, the student will be able to obtain a score of at least 80% on a performance test exercise that requires the student to select the necessary equipment and supplies, prepare the baked egg according to the recipe, and clean up the work area in an efficient and sanitary manner.

Necessary Equipment and Supplies

Sink
Range
Recipe for baked egg
Custard cup
Table knife
Pastry brush or waxed paper
Tablespoon or measuring spoons
Small dish
Grater

Eggs
Milk
Butter or margarine
Bread
Cheese
Pot holders
Soap
Soap dish
Dish cloth
Towels

Directions to the Examiner:

Carefully read the entire performance test before administering it to any student and become thoroughly familiar with the procedures on the checklist and with the rating scales to be used in the evaluation of the student's performance. Before each administration, be sure that all necessary equipment and supplies are located within easy access of the student.

For this performance test, the student is to use the recipe for a baked egg given below. The entire performance test requires approximately ½ hour, so be certain before beginning the test that there is sufficient time for its completion. Also note that on this performance test, if, in the opinion of the rater, the student exhibits grossly inadequate personal and procedural sanitary practices OR grossly inadequate safety practices, the student fails the performance test.

Before the student begins the performance test, the examiner should read the section "Performance Test Exercise" aloud to the student. Once the student has begun the performance test, the examiner should provide no additional help or information to the student.

Performance Test Exercise: (Read the statement below to the student at the beginning of the performance test.)

> Using the recipe for a baked egg given to you and following the proper procedures, you are to select the appropriate equipment and supplies, prepare one baked egg, and clean up the working area after the baked egg has been prepared.

(DO NOT READ ANY FURTHER TO THE STUDENT.)

Recipe for a Baked Egg

1 egg
1 slice of bread
1 tablespoon butter or margarine
1 tablespoon milk
1 tablespoon shredded cheese

- Preheat oven to 325°
- Grease the custard cup with butter or margarine
- Press a buttered slice of bread into the greased cup carefully
- Carefully crack the egg open into the small dish and transfer the egg into the center of the custard cup
- Top the egg with one tablespoon of milk
- Sprinkle with one tablespoon of shredded cheese
- Bake egg for 15 to 18 minutes depending on depth of baking dish
- White of egg should be set, but the yolk should be soft
- Serve in the custard cup

Evaluation of Performance:

For the evaluation of this performance objective, use the following: (1) checklist and (2) procedures rating scale for the process evaluation, and (3) product rating scale for the product evaluation.

Checklist

For each procedure performed correctly, the student should be given one point. As the student performs the procedure, record the point value earned in the appropriate space.

Procedures	Performed Yes = 1 No = 0
1. The student washed his/her hands.	
2. The student read the recipe and selected the necessary equipment and supplies.	
3. The student followed the recipe directions: a. Preheated oven to 325°	
b. Greased custard cup	
c. Carefully pressed a buttered slice of bread into center of custard cup	
d. Carefully cracked the egg open into the small dish and transferred the egg into the center of the custard cup	
e. Topped the egg with one tablespoon of milk	
f. Sprinkled one tablespoon of shredded cheese on egg	
g. Baked egg for 15 to 18 minutes, depending on depth of baking dish	
4. The student removed the baked egg from the oven when done.	
5. The student cleaned the working area.	

Checklist Total Raw Score =
(maximum raw score = 11 points)

Procedures Rating Scale

For each procedure below, assign a rating to the student's performance during this test. Each procedure should be rated one of the following: seldom, sometimes, usually, or always, using the point value assigned to that rating. If, in the opinion of the rater, the student exhibits grossly inadequate personal and procedural sanitary practices OR grossly inadequate safety practices, the student fails the performance test.

Rating Point Values

seldom = 1
sometimes = 2
usually = 3
always = 4

Procedures	Rating
1. Kitchen management (used appropriate procedures, organized equipment and supplies efficiently for use, etc.)	
2. Sanitary procedures (didn't use fingers to taste food, used pastry brush or waxed paper to grease baking dish, cleaned work area thoroughly, etc.)	
3. Safety procedures (used potholders to handle hot utensils, cleaned up spills immediately, turned off the oven immediately, etc.)	

Rating of Procedures Total Raw Score =
(maximum raw score = 12 points)

Product Rating Scale

For each product characteristic below, assign a rating to the baked egg. Each product characteristic should be rated one of the following: poor, fair, or good, using the point value assigned to that rating.

Product Characteristic	Range for Rating Poor = 1 point Fair = 2 points Good = 3 points	Rating Point Value
1. Appearance	hard or broken yolk....firm set white, soft yolk	
2. Moisture content	dry or watery.....slightly moist	
3. Tenderness	rubbery or tough.....tender	
4. Taste	burned or tasteless.....flavorful	

Rating of Product Total Raw Score =
(maximum raw score = 12 points)

$$\text{Final Score} = \text{Checklist Total Raw Score} + \text{Rating of Procedures Total Raw Score} + \text{Product Rating Total Raw Score}$$

Passing Score

To pass this performance test, the student must obtain a score of at least 80%, which is final score of 28.